

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566 937  
**Direct F** 01695 729320  
**Direct email:**  
jsimmons@cfbt.com



1 February 2013

Miss Sarah Greer  
Headteacher  
Litherland Moss Primary School  
Moss Lane  
Liverpool  
Merseyside  
L21 7NW

Dear Miss Greer

### **Notice to improve: monitoring inspection of Litherland Moss Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 31 January 2013, and for the information which you provided during the inspection. Please pass on my thanks to the pupils, staff and governors of the school and representatives from the local authority who gave up their time to speak with me.

Since October 2012, a teacher has been away from school on long-term illness absence. At the start of January, two teachers received promoted posts: one leading Key Stage 2 (Years 3 to 6) and one teacher leading Key Stage 1 (Years 1 and 2) and the Early Years Foundation Stage (Nursery and Reception).

As a result of the inspection on 30 May 2012, the school was asked to tackle the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making outstanding progress in tackling the issues for improvement and in raising the pupils' achievement.

Since the inspection there has been a significant rise in standards in reading, writing and mathematics across the school.

Some of the improvements to pupils' reading are as a result of teaching pupils in small groups, for an hour every day, about how to use phonics (letters and the sounds they make) when they read. As a result pupils from Reception through to Year 4 are more confident and able to split words they do not know into sounds; they can remember common words and sounds quickly by sight and they can put sounds together confidently to make new words. Only just over half of pupils attained the expected Level 2 at the last inspection when they were in Year 2, the proportion rose significantly in 2012 to 85%. There was a similar increase in Year 6 because in 2012 every pupil attained the expected Level 4. Pupils in Key Stage 2, in addition to being able to read more fluently and read words they are not sure about, show that they can understand how authors try to influence

January 2012



INVESTOR IN PEOPLE

the reader and can explain why different words and phrases are used in books. Dedicated small-group teaching aimed at hearing pupils read but also deepening their understanding about books is helping standards to increase.

Pupils' writing lags behind their reading but there still have been some remarkable improvements and standards have risen significantly. Pupils have more opportunities to write for a purpose and to write in other subjects in the curriculum. For example, there were some moving pieces of writing linked to their work about hurricane 'Sandy'; and some highly imaginative work associated with aliens. Pupils are also expected to write at length each week and they are given precise and helpful comments from teachers to help them improve their work. They have more opportunities in lessons to consider teachers' comments and their targets before starting their work.

Pupils' progress and their standards in mathematics have improved significantly. In 2012, for example, most pupils attained the expected Level 4, but one in five pupils progressed and attained the better than expected Level 5. They are using mathematics more in other subjects. For example, in Year 4, pupils use graphs and charts very well to show sizes of parts of the body. In Key Stage 1, pupils used rulers to measure the length of leaves that had fallen in the autumn term. Greater focus on solving problems and using mathematics in real situations is helping to increase standards.

Pupils' communication skills have improved. In Nursery and Reception, teachers and other adults use good questions to inspire children to explain their ideas and their thinking and to extend their vocabulary. Across the school, pupils spend more time talking and explaining their answers to their partners.

One of the reasons for the improvement in standards is the increase in pupils' attendance. From below average at the time of the inspection it has risen significantly. Pupils' behaviour also continues to improve and the amount of exclusions from school has reduced.

Since the inspection the quality of teaching has improved. Teachers expect more of what pupils can achieve and ensure they are challenged to produce their best in lessons. Teachers make no excuses for lower attainment and are committed to finding out ways for all groups of pupils to make better progress. As a result, pupils for whom the school receives extra money (pupils who are eligible for free school meals) and boys, have increased their attainment significantly in the last year. More time in lessons is devoted to pupils working rather than listening to the teacher and this means, particularly in reading sessions, that pupils are fully involved in the lesson and answer every question asked by the teachers. There has also been an improvement in the use of adults so, for example, in some lessons, the better teachers and adults are allocated to the pupils who find learning more difficult.

The system school leaders use to check on the quality of lessons has improved. They make frequent visits to classes to look at pupils' work and to work alongside teachers. Any points for improvement for the teacher are linked to extra training, coaching or support. The subject leaders for English and mathematics now are fully involved in improving their

subjects and they have taken highly effective action to improve standards. Members of the governing body have a better overview of the quality of teaching and are more involved in checking the work of the school.

Another reason why the school has made rapid progress is the highly effective support from the local authority and other professionals. The 'better reading' partnership has helped to improve pupils' reading. Links with two local schools and a local leader in education have helped senior leaders take action to improve the school. A headteacher has worked very successfully for one day a week training and supporting leaders. The local authority's plan and statement of action were judged by Ofsted to be fit for purpose. As a part of a package of help, experts in mathematics teaching, English and teaching in Nursery and Reception have been to school.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Allan Torr  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2012**

- Accelerate pupils' progress in reading, writing and mathematics so that their attainment at least matches the national average by:
  - ensuring all opportunities to develop children's communication skills are exploited fully in the Early Years Foundation Stage
  - ensuring pupils have greater opportunities to write at length for a range of purposes in different subjects
  - enabling pupils to extend their reading, writing and mathematical skills across the curriculum
  - improving attendance and punctuality, particularly for those groups of pupils who do not attend school regularly.
  
- Improve the quality of teaching so it is consistently good or better across the school by:
  - raising teachers' expectations of what all pupils, particularly the more-able, are capable of achieving and providing sufficient challenge to all groups
  - ensuring time is used effectively so pupils have opportunity to work independently and consolidate new learning
  - ensuring learning is purposeful by linking activities to relevant contexts
  - ensuring teachers' marking provides pupils with clear guidance on how to improve their work
  - ensuring monitoring activities are systematic and involve all key leaders.